

Jersey Premium Strategy Statement

This statement details our school's use of Jersey Premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our Jersey Premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of Jersey Premium had within our school.

School overview

Detail	Data
School name	Jersey College Preparatory School
Number of pupils in school	387
Academic year/years that our current Jersey Premium strategy plan covers	Sept 2025 -Sept 2026
Date this statement was published	January 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Sherry Zand
Jersey Premium lead	Georgina Langdon (Inclusion Lead)

Part A: Jersey Premium strategy plan

Statement of intent

At JCP we understand that children who come from challenging socio-economic backgrounds generally face additional challenges in reaching their academic potential and thriving at school. However, we also understand that these barriers can be overcome. The Jersey Premium is an allocation of additional funding provided to schools to support them in helping all pupils to get the very best from their education. Although the Jersey Premium funding is used to increase the educational quality that we can offer specific children as well as broaden the opportunities and experiences available to these students, we also understand that other members of the school community will benefit from the investments made in ensuring outstanding classroom practice and educational provision.

The key principles outlined in our strategy plan include providing high quality teaching which responds to the needs of our learners, offering targeted academic support and supporting our student's wider pastoral needs.

At Jersey College Prep:

- We have high aspirations for all our learners and set deliberately ambitious goals to support them in reaching their fullest potential.
- We will develop happy, confident and inspired students who are assured in building positive relationships and show compassion, empathy and respect for others.
- Pupils will grow as individuals and feel valued. We will strive to forge a strong and supportive community that extends to our wider community. Pupils will demonstrate a growing awareness of the choices they make and the impact these have on their environment.
- We want to develop hardworking, independent learners and creative thinkers. Our pupils will be encouraged to take full advantage of opportunities and to aspire to the highest standards.
- We aim for our pupils to be inquisitive, ambitious and motivated in their approach to learning. Pupils will grow in independence, be reflective in their thinking, be eager for challenges and be resilient enough to cope with any setbacks they may face.
- Our ultimate objective is to unlock the learning potential of all our pupils and erase the gap between Jersey Premium eligible pupils and their peers. It is the commitment and responsibility of all members of staff as well as the governing body to meet the needs of disadvantaged children and to provide them with a caring and nurturing environment in which to thrive.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Across Jersey and the UK, there is a complex relationship between Jersey Premium and academic performance. Research suggests that this could be due to differences in socio-economic backgrounds, educational resources, support systems at home and the effectiveness of specific interventions implemented in schools.
2	Some students have reduced access to extra-curricular activities.
3	High levels of student attendance is commonly linked with improved outcomes for children, as well as an increased ability for schools to protect vulnerable children. Attendance has improved in our Jersey Premium eligible students, but it remains a focus.
4	Following Island and National trends, social, emotional and mental health skills have been underdeveloped in some children and there is an increasing demand for wellbeing and mental health support.
5	Having the correct equipment and resources for school can help children to connect with their group identity as a school and instil a sense of belonging and inclusion. Some families require support in ensuring that their child has all necessary resources and equipment for day-to-day school life.
6	Some pupils lack self-belief, resilience and determination resulting in a reduced readiness to learn.
7	Assessment and observation have indicated that some pupils are beginning their education journey in the Early Years Foundation Stage with underdeveloped expressive and receptive language skills.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Increase attainment in reading, writing and maths.	Continuation of evidence-based interventions to support language development, literacy, and numeracy. Improvement in attainment of Jersey Premium eligible students.
Pupils are reflective and resilient learners who engage in the learning process.	Pupils are able to reflect on their own learning and are aware of their next steps. Explicit teaching of metacognition and self-regulation approaches.

	Pupils are aware of metacognitive strategies and display this in the learning process.
Enhanced emotional wellbeing support for vulnerable pupils.	<p>Further develop assessment of social, emotional and mental health needs across the school using assessments such as PASS and Stirling Children's Wellbeing Scale.</p> <p>Further develop whole-class approaches to social, emotional and mental health.</p> <p>Further develop the variety of wellbeing intervention and support available.</p> <p>Increased wellbeing, self-esteem, confidence and resilience.</p> <p>Increased awareness of self-regulation strategies.</p>
Sustaining high levels of school attendance.	<p>All school attendance is effectively tracked and monitored.</p> <p>School staff work closely with families to support school attendance.</p> <p>Clear and supportive communication between class teachers and families.</p> <p>School working effectively with the Education Welfare Officer (EWO).</p>
Continue to support for families by increasing wrap-around care provision.	<p>Provide support with the distributions of the cost of after school club.</p> <p>Maintain availability of internally run extra-curricular clubs.</p>
Every Jersey Premium eligible student has the required resources and equipment for daily learning.	Each pupil has access to technology in order to support learning at home.

Activity in this academic year

This details how we intend to spend our Jersey Premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD</p> <ul style="list-style-type: none"> • Teacher coaching and training delivered by a private Educational Psychologist. • Use of the new Inclusive Practice Guidance to support high quality teaching for all across the school. • Continued programme of professional development opportunities for Class Teachers and Learning Support Assistants in line with school priorities. 	<p>Effective teaching focusses on learning more about individual learner profiles and adapting teaching to meet their specific needs. – <i>Education Endowment Foundation – SEND In Mainstream Schools</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	<p>1, 4</p>
<p>Parental Engagement</p> <ul style="list-style-type: none"> • Teachers to work closely with parents to build a clear and supportive line of communication with regards to attendance and academic support at home. • Parents of low attaining children will be actively involved and support given to promote the importance of hearing children read regularly at home and engaging with home learning activities. 	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. - <i>Education Endowment Foundation – Parental Engagement</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1, 3</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths Intervention</p> <ul style="list-style-type: none"> Continue developing our pre-teach approach using White Rose’s ‘TA Hub’ using the same approach, strategies, resources and characters as our whole school maths scheme. For those who would benefit from further support once a pre-teach approach has been implemented, using White Rose’s ‘Primary Intervention Programme’ which again aligns with our whole school maths scheme. 	<p>Maths intervention has the greatest impact when pupils understand how interventions outside of the class are connected to whole class instruction. – <i>Education Endowment Foundation – Improving Mathematics in Key Stages 2 and 3.</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	1
<p>Literacy Intervention</p> <ul style="list-style-type: none"> Further extend the availability of phonics interventions in line with our ‘Phonics Shed’ scheme. Continuing with evidence-based intervention programmes such as Toe by Toe, Plus 1, Power of 2 and BR@P. 	<p>Reading comprehension strategies are high impact on average, adding an additional 7 months academic progress. It is a crucial component of early reading instruction. – <i>Education Endowment Foundation – Reading Comprehension Strategies.</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>A systematic synthetic phonics approach has a positive impact adding an average 5 months academic progress and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds. – <i>Education Endowment Foundation – Phonics.</i></p>	1

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
<p>Speech, Language and Communication Intervention</p> <ul style="list-style-type: none"> • Use of WellComm Early Years and WellComm Primary assessments to screen all Reception children's expressive and receptive language skills upon arrival at JCP and beyond. • Use of the WellComm targets and intervention strategies to provide small group interventions to all pupils 'red' or 'amber' for their age. • Support strategies from WellComm's 'Big Book of Ideas' to be shared with parents to enable continued support at home. • Voice 21 Oracy approach to be continued across the school to further develop oracy and spoken language skills in every year group. 	<p>Explicit communication and language approaches typically have a very high impact and can increase young children's learning by up to seven months.</p> <p>– <i>Education Endowment Foundation – Communication and Language Approaches.</i></p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</p>	7

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellbeing</p> <ul style="list-style-type: none"> • Develop a whole-school approach to supporting emotional regulation and 	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. – <i>Education Endowment Foundation</i></p>	3, 4

<p>recognising emotions through ‘Decider Skills’ and ‘Zones of Regulation’.</p> <ul style="list-style-type: none"> • Further enhance the school’s wellbeing spaces, providing a calming and supportive breakout spaces around the school. • Continuing to use PASS assessments to identify needs relating to social and emotional wellbeing as well as attitudes to school, teachers and attendance. 	<p>– <i>Social and Emotional Learning</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Supporting young children to talk and think about their own actions and behaviours is linked to improving educational outcomes and improving their social interactions.</p> <p>. – <i>Education Endowment Foundation – Self-Regulation Strategies</i> https://educationendowmentfoundation.org.uk/early-years/toolkit/self-regulation-strategies</p>	
<p>Resources</p> <ul style="list-style-type: none"> • Providing equipment to Jersey Premium eligible families. • Continue the ‘iPad Loan Scheme’ to provide children with the necessary technology required for home learning. • Provide classrooms with high quality texts based on children’s individual interest to promote enjoyment and engagement of reading. 	<p>Technology can be used to improve the quality of explanations and modelling, pupil practice, as well as improving assessment and feedback. – <i>Education Endowment Foundation – Digital Technology Guidance Report</i> https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1675849017</p>	5
<p>Opportunities</p> <ul style="list-style-type: none"> • Supporting families with access to additional enrichment opportunities such as extra-curricular activities and trips. 	<p>Extra-curricular activities and opportunities have the greatest impact when they are school based and particularly benefit pupils from disadvantaged socioeconomic backgrounds, fostering a commitment to school and identification with the school community.</p> <p>– <i>Marsh and Kleitman (2002)</i> https://www.harvardeducationalreview.org/content/72/4/464</p>	2

Part B: Review of outcomes in the previous academic year

Jersey Premium strategy outcomes

This details the impact that our Jersey Premium activity had on pupils in the 2024 to 2025 academic year.

High Quality Teaching:

Enriching the high quality teaching that is on offer to all pupils remained a key focus during the previous academic year and JCP has worked to further develop staff expertise, ensuring that support for Jersey Premium eligible pupils was consistently effective and evidence-informed. Training on 'Maximising the Impact of Teaching Assistants' was delivered to all staff, with the intention of strengthening the quality of adult interactions, improving scaffolding and feedback, and promoting pupil independence across the school. This training supported both Teachers and Learning Support Assistants in refining their practice and ensuring that additional adults were deployed strategically to have the greatest possible impact on learning outcomes.

Feedback from staff indicated that this training increased confidence in the use of scaffolding and adaptive teaching within lessons. Staff feedback has been particularly supportive of the whole-school introduction of pre-teaching concepts in advance of maths lessons using the White Rose TA Hub resources, in line with our whole-school maths scheme. As a result, Jersey Premium eligible pupils were better supported to access whole-class teaching and make progress alongside their peers. From the Autumn Term 2024 to the Autumn Term 2025, every Jersey Premium eligible pupil made accelerated progress in maths, seeing an increase in their Age Standardised Scores in maths assessments. On average, our Jersey Premium Eligible pupils saw an increase in Age Standardised Score by 7.

Targeted Academic Support:

Targeted academic support remained a priority for pupils eligible for Jersey Premium, particularly in early reading and phonics. Phonics interventions were delivered using the school's scheme 'Phonics Shed' ensuring consistency between whole-class teaching and intervention support. In our end of Year 1 phonics screening, the average whole-cohort score was 88% and the average Jersey Premium eligible score as 98%. This demonstrates the positive impact of structured, scheme-aligned phonics support.

Training was provided for Learning Support Assistants on the reading intervention 'Boosting Reading @ Primary', enabling them to deliver structured and effective reading support. This contributed to greater consistency in the delivery of reading interventions and improved confidence among staff when supporting pupils with reading difficulties. Targeted reading support has been a focus for the two-year period from 2023-2025 and in this time reading attainment in Jersey Premium eligible pupils has risen from 75% secure at age-related expectation to 100%.

Wider Strategies:

Supporting pupils' emotional wellbeing and readiness to learn remained a key focus in 2024-25. During this academic year, the school further enhanced its wellbeing and nurture provision through the addition of another qualified ELSA to our wellbeing team as well as staff training in therapeutic art. This training supported the delivery of targeted wellbeing interventions for pupils who required additional emotional support and the therapeutic art approach has been incorporated into our 1:1 ELSA and nurture group offer.

The school also utilised the Pupil Attitudes to Self and School (PASS) assessments to gain a deeper understanding of pupils' wellbeing and attitudes to learning. These assessments supported the identification of pupils who would benefit from additional nurture or wellbeing support and informed targeted interventions at both an individual and cohort level. It also helped us in identifying how our Jersey Premium eligible pupils feel about school and their learning, helping us to further personalise the support that we offer. The highest scoring area on average amongst our Jersey Premium eligible learners was 'General Work Ethic', indicating that these pupils feel that they have a high level of motivation and purpose regarding their academic work. The lowest scoring area on average amongst our Jersey Premium eligible learners was 'Preparedness for Learning', demonstrating that these pupils feel less positive about their self-regulatory skills, such as study skills, attentiveness, concentration and emotional response to learning demands. This data has supported our class teachers in scaffolding and explicitly teaching these skills as well as praising when they have been demonstrated.

To further promote reading for pleasure, the school invested in high-quality texts matched to pupils' interests and reading preferences, which were made available in classroom reading corners. This aimed to increase engagement with reading and support the development of positive reading habits. Feedback from staff and parents has been positive, sharing that pupils have enjoyed having access to engaging texts within their interests and has encouraged more reading at home.

The iPad Loan Scheme continued to be offered to Jersey Premium eligible pupils who did not have access to appropriate technology at home. This ensured that pupils were able to access home learning and online resources, reducing barriers linked to digital disadvantage. Support was also provided to Jersey Premium eligible families with regards to school equipment, improving student organisation and readiness to learn.

At JCP, students can participate in a wide range of extra-curricular activities, with additional support in place for those eligible for Jersey Premium. These students are assured a place in after-school clubs and can use a payment plan to spread any associated costs across the year. In sport, activities such as football, netball and cricket are delivered free of charge by specialist teachers. Music opportunities, including ukulele, orchestra and choir, are also offered. For clubs run by external providers, such as Samurai Kickboxing, Jersey Premium students are able to access free equipment. School-run clubs including Lego, yoga and STEM are free to attend and places are prioritised for Jersey Premium students.